

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: [Mary Ford Elementary](#)

District: [Charleston](#)

Principal: [Cindy Smalls](#)

Superintendent: [Nancy McGinley](#)

# FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

## Rationale

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

Mary Ford Elementary School is located in an impoverished neighborhood in the metropolitan area of North Charleston. Our current enrollment is 459 students in Early Childhood Development classes through fifth grade. We have two Early Childhood Disabled classes, one Educable Mentally Disabled class, and one Profound Mentally Disabled class.

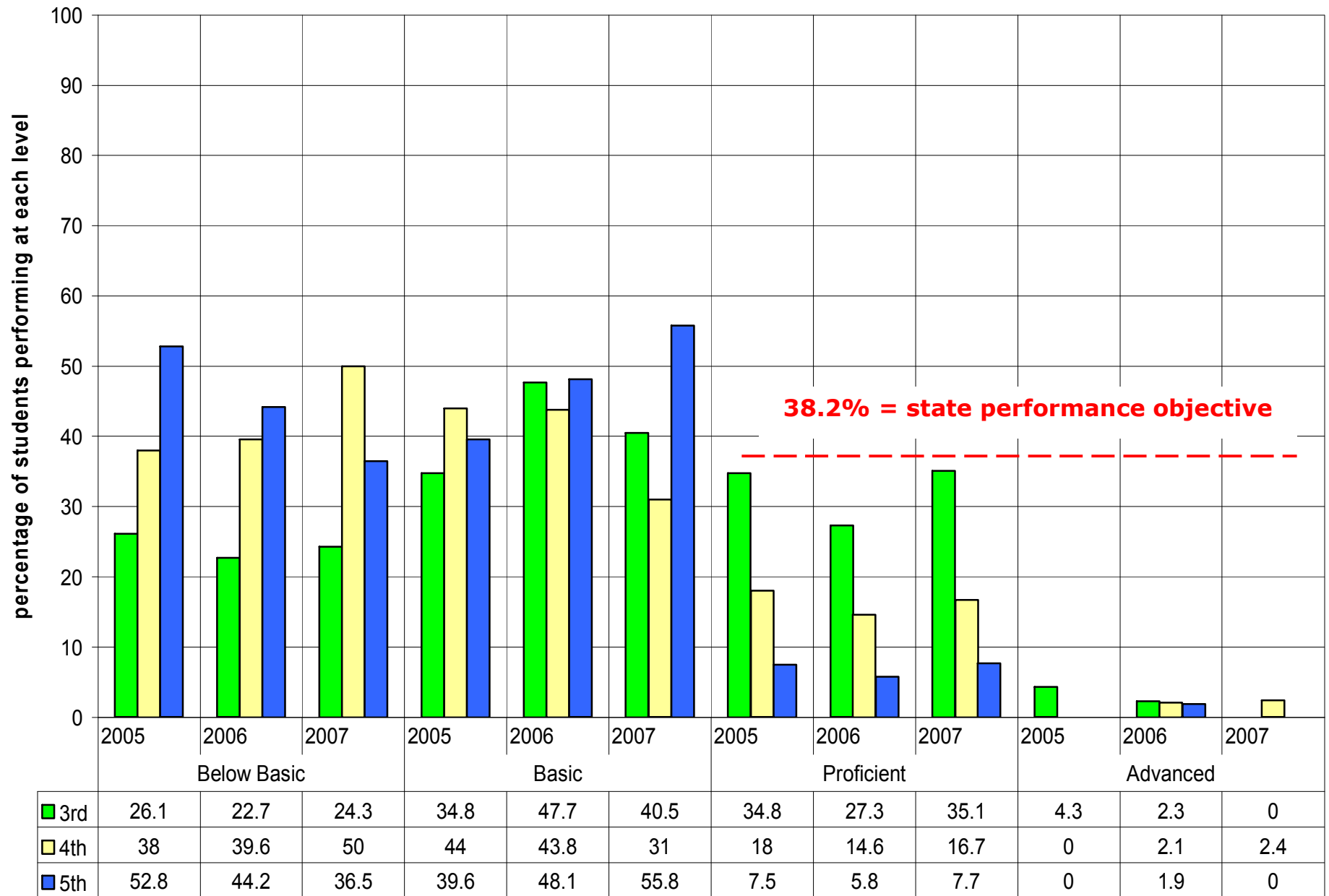
Our school population includes approximately 99.5% African Americans with less than 1% of other ethnic backgrounds. We have a staff of one Principal, thirty-eight classroom teachers, two Teacher Coaches, twenty teacher assistants, five itinerants, and nine general staff employees. Approximately fifty percent of our teachers leave yearly. Teacher retention has been a challenge for the school for the past nine years.

Our school is a Title I school with approximately 94% of the students receiving subsidized meals. We participate in the Federal Universal Breakfast Program, feeding 100% of the students free-of-charge. Mary Ford Elementary met the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) mandate in 2005 and 2006. We met nine of the thirteen performance objectives in 2007, not meeting AYP. According to the NCLB School Report Card, approximately 37% of all students tested scored Below Basic in ELA and 40% scored Below Basic in mathematics. More males scored Below Basic on the Palmetto Achievement Challenge Test (PACT) in both ELA and math compared to females:

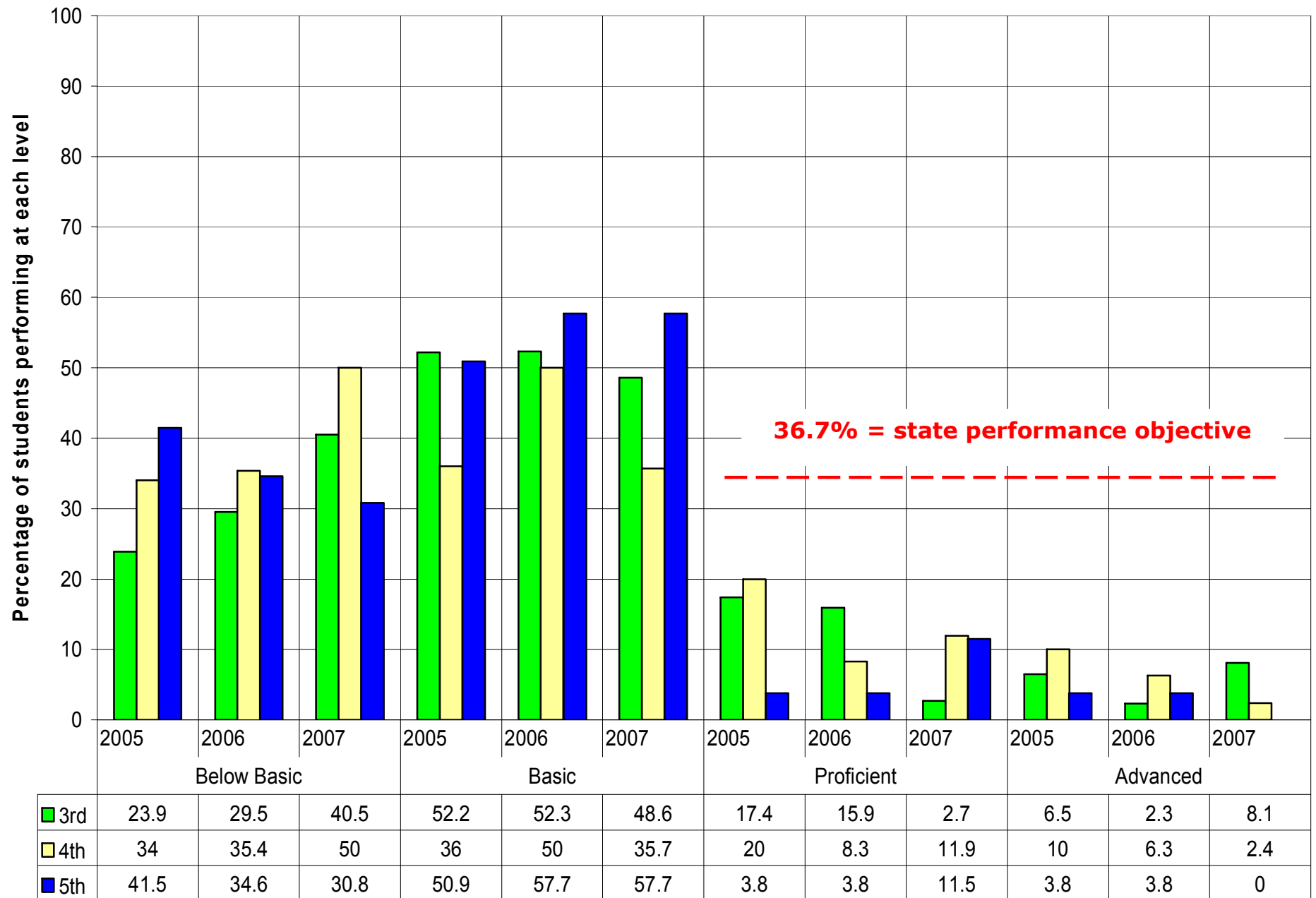
Disaggregated data by gender	Males	Females
Below Basic in ELA	46%	29%
Below Basic in math	43%	37%

AYP groups	Met ELA performance objective of 38.2%	95% of students tested in ELA?	Met Math performance objective of 36.7%	95% of students tested in math?	Met attendance rate of 94%?
All students	N	Y	N	Y	Y
African American	(Y)	Y	N	Y	
Subsidized meals	(Y)	Y	N	Y	
Number of indicators needed to meet AYP: 13 Number of indicators met: 9 ( ) parentheses indicate that the percent was adjusted on the 2007 School Report Card.					

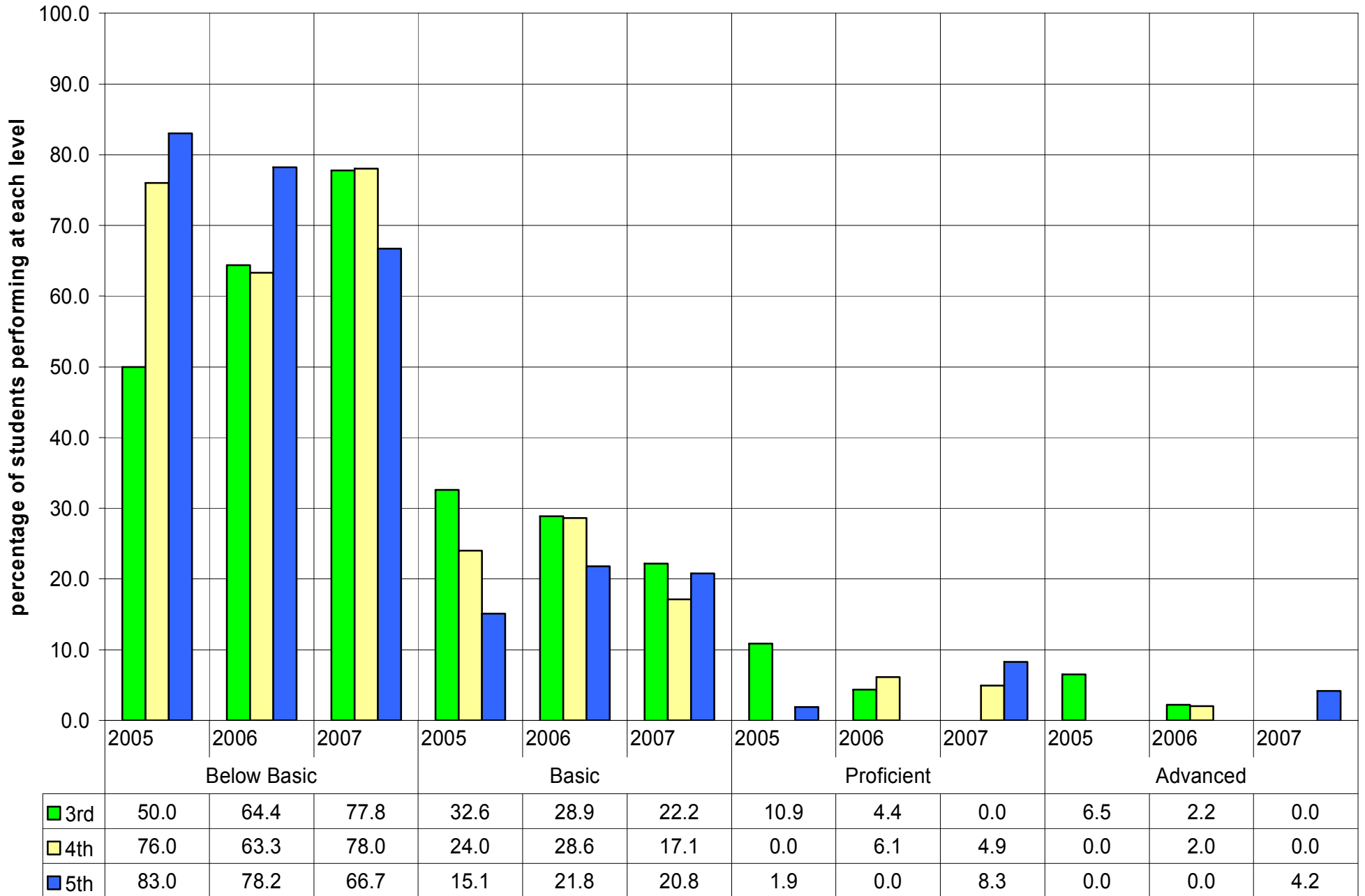
## PACT: English/Language Arts



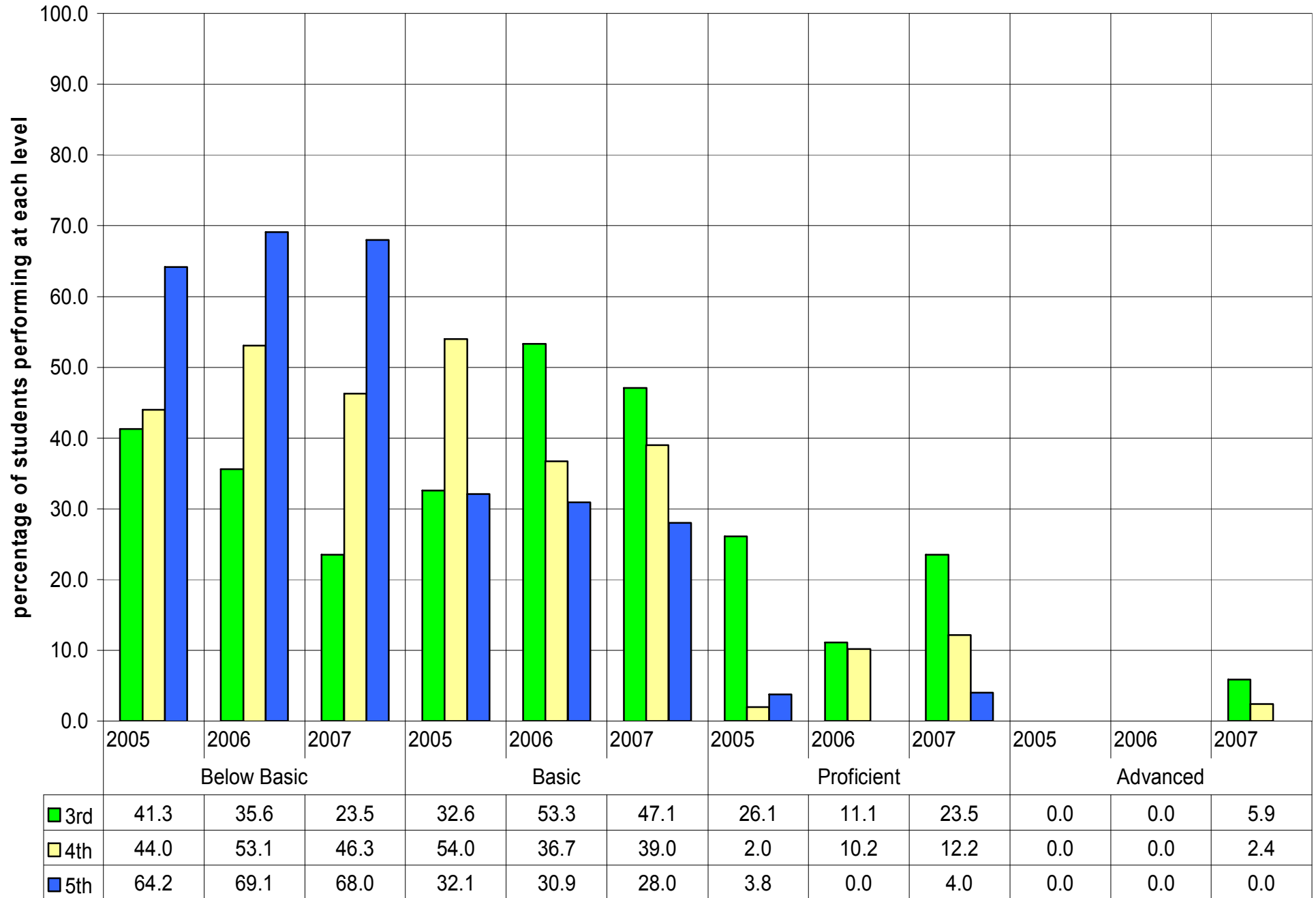
## PACT: Mathematics



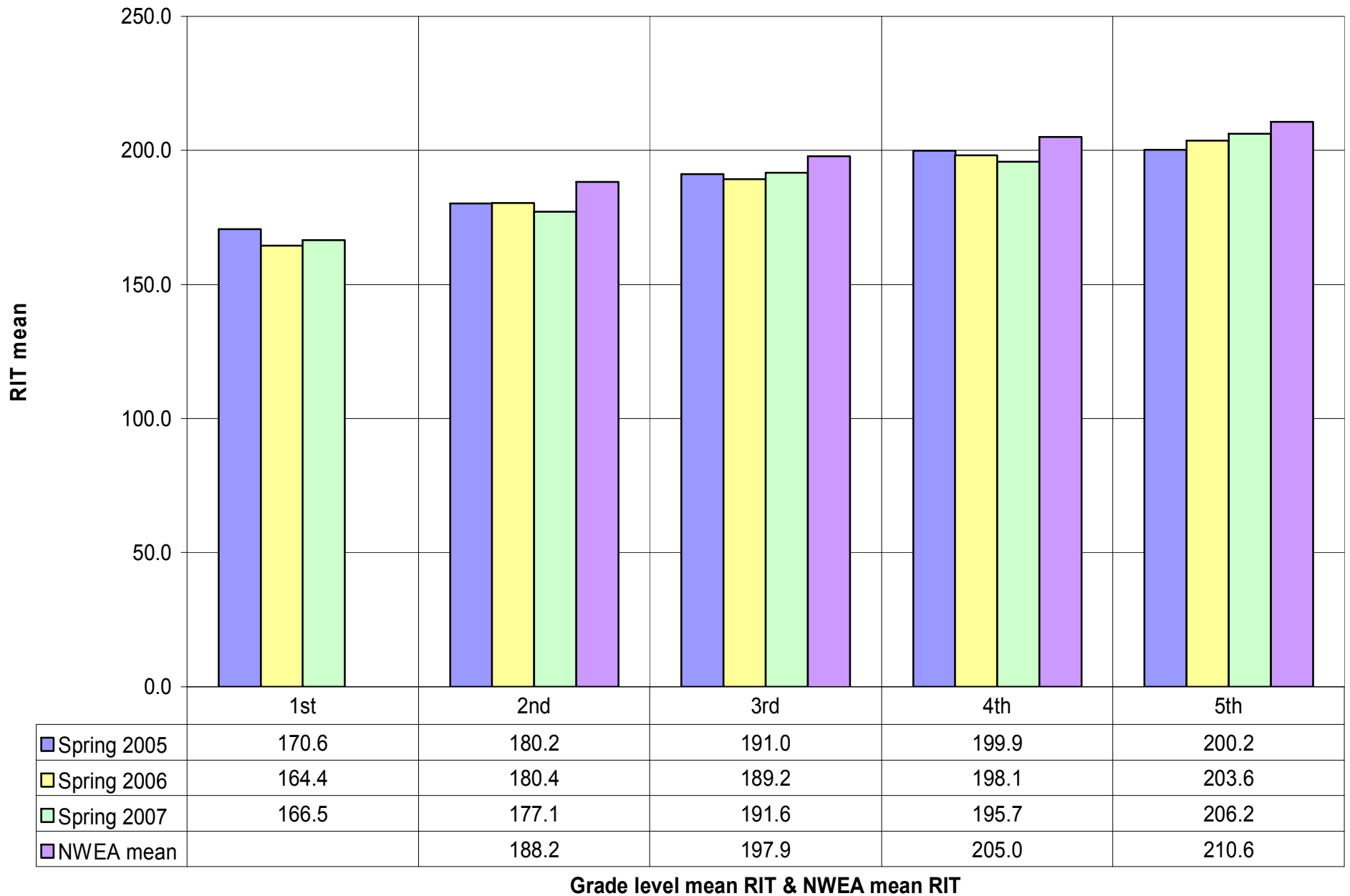
## PACT: Science



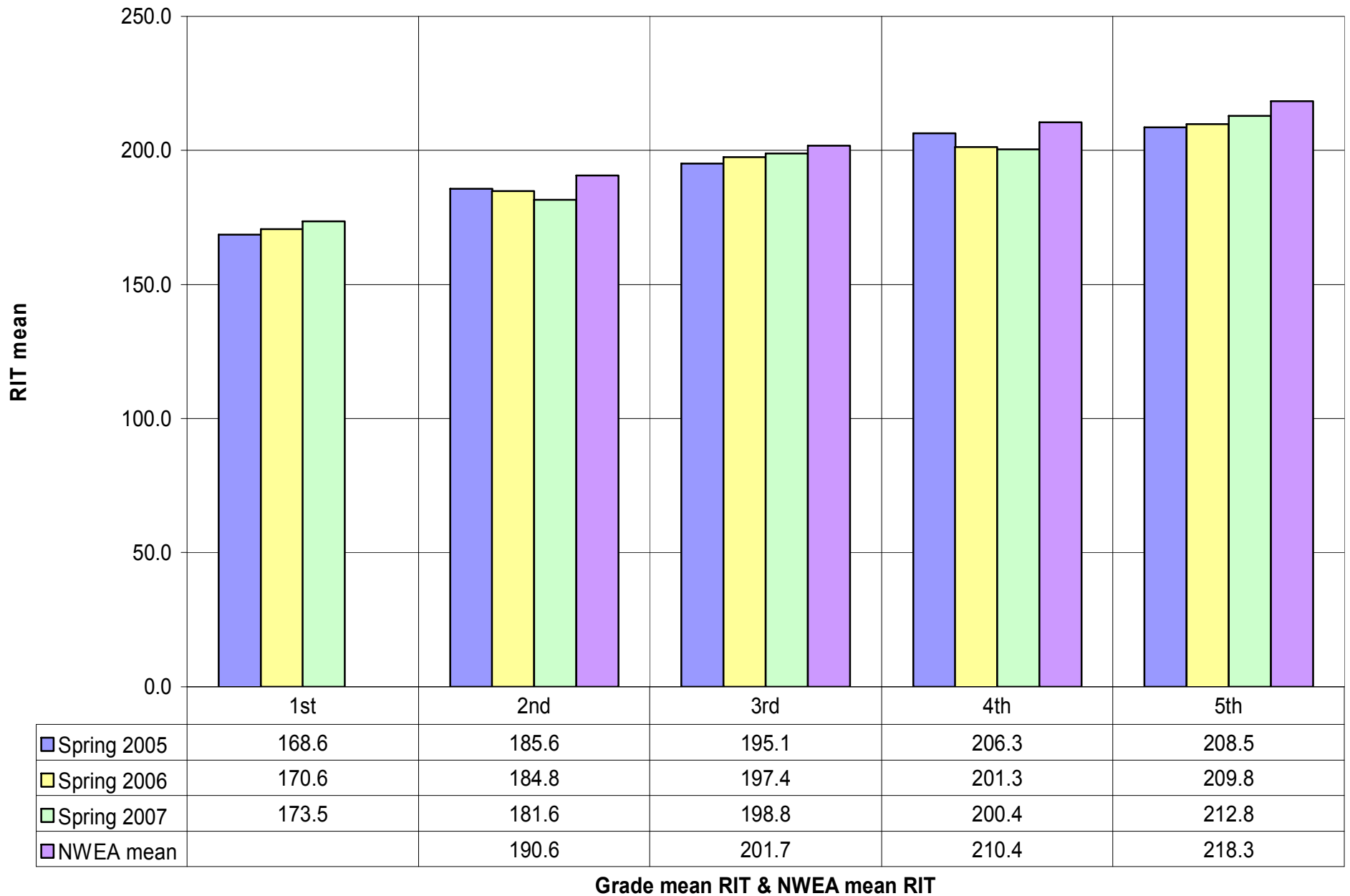
# PACT: Social Studies



# MAP Reading data: 2005-2007



# MAP Math data: 2005-2007





The process used to develop this Focused School Renewal Plan was:

- The Principal met with faculty & staff to explain the External Review Team purpose and revised process
- The School Leadership Team gathered data: Palmetto Achievement Challenge Test scores, Measures of Academic Progress (MAP) scores, Master Schedule, Title I Plan, School Renewal Plan, and Technical Assistance Plan
  - Conclusions from the data:
    - Looking at PACT data, the apparent trends (from 2005-2007) were:
      - ELA – student scores in grades three through five are declining in the proficient and advanced levels. It was noted that in 2007, fifth grade moved more students from the below basic performance level to the basic performance level. Students are not meeting the Adequate Yearly Progress level of performance (combining proficient and advanced) in any grade level (38.2%). Third grade did come close to meeting the state performance objective at the proficient level in 2005 and 2007. However, this will not be sufficient for upcoming years.
      - Math – while there was a decline in the below basic performance levels for grade 5; an increase was noted in grade 4; a decrease in basic levels for grades 3 & 4; and sharp decrease in the proficient level for grade 3 from 2006 to 2007, but increases in grades 4 & 5; and an increase in the advanced level in grade 3, but a decline in grades 4 & 5. Students are not meeting the Adequate Yearly Progress level of performance in any grade level (36.7%).
    - Reviewing MAP data (Spring-to-Spring scores), students in each grade level (2-5) did not meet the expected spring mean scores as set by Northwest Education Associates in any year measured (2005, 2006, & 2007) for math and reading. Specific areas of concern as stated in the Charleston County School District Summary Report by School are:
      - Math - measurement in grades 1, 2, 3, 4, and 5; and number and operations in grades 1, 3, 4, & 5.
      - Reading – 1<sup>st</sup> grade: word study, literal comprehension & evaluative comprehension;  
2<sup>nd</sup> grade: analysis of texts;  
3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades are close to the target mean and no areas of concern were noted in the report.
    - Currently, the master schedule shows that students have related arts for 30 minutes daily, but the related arts teachers do not have classes for part of the instructional day every day of the week. The master schedule needs to be reworked to accommodate more planning time for teachers to review student achievement data and plan strategies and activities for math and reading interventions and to balance the instructional time for related arts.
    - Many of the activities in the Title I, School Renewal, and Technical Assistance plans are the same, but with different funding sources used.
- The External Review Team (ERT) met with the Principal to review the data, ask questions, and share general information about the school
- The External Review Team met with the School Leadership Team (SLT) to review/explain the expectations of the ERT, the ERT process, the Absolute Rating Calculator, and school performance data
- The ERT assisted the SLT in understanding the importance and structure of goal setting and gave the SLT a tool to assist them in reviewing all programs and initiatives at the school to help focus on the critical goals needed
- The Teacher Coaches, assisted by members of the School Leadership Team met with each grade level to gather information regarding programs, services, and interventions currently implemented at the school
- The principal and School Leadership Team met with the faculty and staff to
  - discuss the information gained (from the above activity),
  - determine the major goals for the school
    - selected based on student achievement data reviewed (PACT & MAP), noting students' strengths and weaknesses over time
    - noting that our school did not meet the SC Annual School Report Card state performance objectives for the past 3 years without the adjustment and knowing that the objectives will be increasing this school year; we must concentrate our efforts for improvement in mathematics and English language arts
  - select strategies to achieve the goals for improving student performance in English language arts and mathematics
- The Principal selected two goals to support the achievement of the school's goals for the Principal's Goals

- The ERT and Principal met to review the goals for academic relevance, improvement, and implementation; the rationale; and strategies for the selected goals
- The ERT met with the School Leadership Team to review and discuss the developed strategies for the selected goals; discuss root issues affecting classroom instruction (scheduling, amount of instructional time for core subjects) and student progress; review the rationale; and review the process used to develop the Focused School Renewal Plan, gathering feedback
- The ERT met with the Principal to review and discuss proposed district initiatives and positions that may affect the Focused School Renewal Plan, and refine the school's selected goals and strategies
- The ERT met with the School Leadership Team to finalize and refine the school's goals and strategies for the Focused School Renewal Plan
- The ERT met with the Principal to review the plan and refine the principal's goals and strategies and to access the District's goals and strategies
- The ERT met with the Principal and the School Leadership Team to review the finalized Focused School Renewal Plan and sign the Agreement Form

The selected goals will enable the school to meet expected progress by providing a schoolwide focus on current, effective instructional practices in mathematics and reading that will impact improved student learning:

- differentiated instruction will help focus the instruction to meet students' needs by giving teachers
  - background knowledge
  - methods for structuring lessons to meet students' learning styles and
  - methods for grouping students effectively (based on students' needs and types of tasks requested)
- the use of centers to allow students to work in small flexible groups that have guided and independent practice activities and direct instruction with the teacher for more individualized and targeted instruction
- data analysis to continuously review student progress and guide instruction by determining strengths and weaknesses and strategies to address students' weaknesses
- using manipulatives to enhance student understanding from using concrete models to abstract thinking, and
- implementing research-based programs such as the 6+1 Traits writing to improve students' thinking and writing processes to
  - intentionally use strategies to communicate ideas
    - o select appropriate strategies to address the targeted audience
    - o select the appropriate strategies aligned with the purpose of the writing

The principal's selected goals will enable the school to meet expected progress by providing ongoing professional development to initiate and sustain effective instructional practices and by providing materials and supplies to initiate and sustain activities.

The district's selected goals will enable the school to meet expected progress by providing support to the school for the initiatives stated in this plan and by providing the resources for professional development for district-based programs.

## School Timeline

	TESTING	DATA ANALYSIS	PROFESSIONAL DEVELOPMENT	IMPLEMENTATION / MONITORING SPECIFIC STRATEGIES
<b>JULY 2008</b>				<ul style="list-style-type: none"> <li>• Develop master schedule to include 150 minutes of ELA instruction</li> <li>• Develop master schedule to include 40-45 minutes of planning for grades 1-5 and 30 minutes for Child Development &amp; Kindergarten</li> </ul>
<b>AUGUST 2008</b>	<ul style="list-style-type: none"> <li>• 25<sup>th</sup> – Dominie (reading assessment for primary grades), grades 1-2 assessed</li> <li>• 25<sup>th</sup> – Dynamic Indicators of Basic Early Literacy Skills (DIBELS-reading assessment for primary grades), Kindergarten assessed and students identified from Spring MAP scores for intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Use Spring Measures of Academic Progress (MAP) scores to identify students needing intervention (those scoring in the bottom quartile for Math and Reading)</li> <li>• Use DIBELS assessment to identify specific literacy skills for the identified bottom quartile students</li> </ul>	<ul style="list-style-type: none"> <li>• 6+1 Traits writing model, district-based training</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Beginning use 6+1 Traits writing model</li> </ul>
<b>SEPTEMBER 2008</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup>, 22<sup>nd</sup>, 29<sup>th</sup> – Dominie (reading assessment for primary grades), grades 1-2 assessed</li> <li>• 1<sup>st</sup>, 8<sup>th</sup> – DIBELS (reading assessment for primary grades), Kindergarten assessed</li> <li>• 8<sup>th</sup> – 26<sup>th</sup> – Measures of Academic Progress (MAP) testing for grades 1-5</li> <li>• 5<sup>th</sup>, 19<sup>th</sup> – Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis on Dominie DIBELS, MAP, &amp; Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Using math manipulatives</li> <li>• Literacy centers</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> </ul>

	TESTING	DATA ANALYSIS	PROFESSIONAL DEVELOPMENT	IMPLEMENTATION / MONITORING SPECIFIC STRATEGIES
<b>OCTOBER 2008</b>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup>, 17<sup>th</sup>, 31<sup>st</sup> – Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis on the Principal's Test results</li> <li>• Student Goal Setting based on Fall testing results</li> </ul>	<ul style="list-style-type: none"> <li>• Using math manipulatives</li> <li>• Literacy centers</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> </ul>
<b>NOVEMBER 2008</b>	<ul style="list-style-type: none"> <li>• 24<sup>th</sup> – DIBELS, Kindergarten</li> <li>• 14<sup>th</sup> – Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze DIBELS, &amp; Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy centers (process)</li> <li>• Differentiated Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> <li>• School Leadership Team reviews status of the FSRP</li> </ul>
<b>DECEMBER 2008</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> – 19<sup>th</sup> – MAP for Kindergarten – 5<sup>th</sup> grade</li> <li>• 5<sup>th</sup>, 19<sup>th</sup> – Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze MAP and Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Flexible Grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> </ul>
<b>JANUARY 2009</b>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup>, 12<sup>th</sup>, 19<sup>th</sup>: DIBELS for Kindergarten</li> <li>• 9<sup>th</sup>, 23<sup>rd</sup>-Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze DIBELS, Principal's Test Results</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• PBIS (schoolwide positive discipline plan) update – district initiative</li> <li>• Technology update – district initiative</li> <li>• Literacy centers (application)</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> </ul>

	TESTING	DATA ANALYSIS	PROFESSIONAL DEVELOPMENT	IMPLEMENTATION / MONITORING SPECIFIC STRATEGIES
<b>FEBRUARY 2009</b>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> &amp; 20<sup>th</sup>: Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• PBIS (schoolwide positive discipline plan) update – district initiative</li> <li>• Technology update – district initiative</li> <li>• Test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> <li>• School Leadership Team reviews status of the FSRP</li> </ul>
<b>MARCH 2009</b>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> &amp; 20<sup>th</sup>: Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Centers – (application) sharing activities and strategies that work</li> <li>• PBIS (schoolwide positive discipline plan) update – district initiative</li> <li>• Test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> </ul>
<b>APRIL 2009</b>	<ul style="list-style-type: none"> <li>• 13<sup>th</sup> – 30<sup>th</sup>: MAP (grades K-5)</li> <li>• 3<sup>rd</sup> &amp; 17<sup>th</sup>: Principal's Test</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Dominie, DIBELS, MAP, and Principal's Test results</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• PBIS (schoolwide positive discipline plan) update – district initiative</li> <li>• Technology update – district initiative</li> <li>• Test-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> <li>• School Leadership Team reviews status of the FSRP</li> </ul>
<b>MAY 2009</b>	<ul style="list-style-type: none"> <li>• 11<sup>th</sup> – 22<sup>nd</sup>: PACT (grades 3-5), Dominie (grades 1-2), and DIBELS (Kindergarten)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the Dominie and DIBELS test results</li> <li>• Student Goal Setting based on MAP test results</li> </ul>		<ul style="list-style-type: none"> <li>• Common assessment planning</li> <li>• Use of manipulatives</li> <li>• Use of 6+1 Traits</li> <li>• Use of differentiated instruction (grouping students and using centers)</li> <li>• Use of disaggregated data</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 1:**

By April 1, 2009, 50% of the students in grades 1-5 will meet their target growth goal from fall to spring for mathematics as measured by the Measures for Academic Progress (MAP) assessment. Kindergarten will meet target growth from winter to spring.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will use manipulatives routinely in mathematics classes. The use may be to introduce math concepts, for student practice, and/or assessment as appropriate.	Principal, Cindy Smalls  Instructional Resource Teacher(s), Trina Linning and Willa Hobbs	September  2008	Providing students with hands-on math instruction is critical for improving students' understanding of concepts. <ul style="list-style-type: none"> <li>• Observations (at least once per quarter) with feedback given by principal and/or IRT</li> <li>• Lesson plans will reflect the use of manipulatives included as part of the instructional strategies to be used (when appropriate).</li> <li>• The Principal and Instructional Resource Teachers will review random lesson plans weekly at each grade level (using a matrix to cover each teacher throughout the month).</li> <li>• The principal and/or IRT will hold a conference if plans or observations determine a need.</li> </ul> <i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i>
Teachers will plan and provide activities for parents and students that correlate to state mathematics standards. A parent/student math night will be scheduled to present the information.	IRT, grade level chairs, guidance counselor	March 2009	Providing parents with activities to practice math with their children supports achievement of this goal. <ul style="list-style-type: none"> <li>• Standards addressed and samples of math activities will be maintained by the IRT.</li> <li>• Agendas, sign-in sheets, and parent feedback forms will be reviewed by the principal.</li> </ul>

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<p>Teachers will use differentiated instructional strategies to meet students' needs which will include use of techniques such as:</p> <ul style="list-style-type: none"> <li>flexible grouping</li> <li>math centers</li> <li>direct instruction</li> <li>independent investigations</li> <li>goal setting</li> <li>collaborative groups</li> </ul>	<p>Principal, Cindy Smalls</p> <p>Instructional Resource Teacher(s), Trina Linning and Willa Hobbs</p> <p>Consultant, Wanda Blackmon</p>	<p>September 2008</p>	<p>Teachers providing differentiated instruction will support increasing student achievement by addressing the needs of each student.</p> <ul style="list-style-type: none"> <li>Observations (at least once per quarter) will indicate use; feedback will be given to the teacher from the principal and/or IRT</li> <li>Lesson plans will reflect the use of differentiated strategies. The Principal and Instructional Resource teachers will review random lesson plans weekly at each grade level (using a matrix to cover each teacher throughout the month).</li> <li>The principal and/or IRT will hold a conference if plans or observations determine a need.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i></p>
<p>Teachers will utilize increased planning time (from 30 min. to at least 40 minutes daily) to meet twice per month to:</p> <ul style="list-style-type: none"> <li>align curriculum</li> <li>develop common assessments</li> <li>analyze data within grade level teams</li> <li>plan academic intervention strategies</li> </ul>	<p>Principal, Cindy Smalls</p> <p>Instructional Resource Teacher(s), Trina Linning and Willa Hobbs</p> <p>Grade Level Chairs, TBD</p>	<p>July 2008</p>	<p>Increased planning time will support this goal by providing opportunities for teachers to more effectively plan for use of best practices</p> <ul style="list-style-type: none"> <li>Meeting notes/minutes</li> <li>Copies of common assessments provided to principal</li> <li>Copies of intervention strategies provided to principal</li> <li>Principal and/or IRTs will review data notebooks quarterly and conference with teachers if notebooks are incomplete.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i></p>

\*The strategy for scheduled quarterly planning during the school day was deleted due to lack of funding.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 2:**

By April 1, 2009, 50% of the students in grades 1-5 will meet their target growth goal from fall-to-spring for reading as measured by the Measures for Academic Progress (MAP) assessment. Kindergarten will meet target growth from winter to spring.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will effectively implement the use of literacy centers.	Principal, Cindy Smalls  Instructional Resource Teacher, Trina Linning and Willa Hobbs  ELA Consultant, C.C. Bates	October 2008	<p>Implementing literacy centers will assist with the achievement of the goal by providing students with opportunities to develop and practice skills in a small group setting with students with similar learning needs.</p> <ul style="list-style-type: none"> <li>Lesson plans will reflect the use of literacy centers as part of the instructional strategies to be used (when appropriate).</li> </ul> <p>The Principal and/or IRTs will review random lesson plans weekly at each grade level (using a matrix to include each teacher throughout the month). A conference documented in writing will be held with any teacher not showing evidence of planning for literacy center usage.</p> <ul style="list-style-type: none"> <li>Observations will be conducted by the principal and /or IRTs (at least once per quarter) with written feedback given.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i></p>
Teachers will plan and provide activities for parents and students that correlate to state language arts standards. A parent/student reading night will be scheduled to present the information.	IRT, grade level chairs, guidance counselor	March 2009	<p>Providing parents with activities to practice language arts skills with their children supports achievement of this goal.</p> <ul style="list-style-type: none"> <li>Standards addressed and samples of reading activities will be maintained by the IRT.</li> <li>Agendas, sign-in sheets, and parent feedback forms will be reviewed by the principal.</li> </ul>



\*The start date changed due to training rescheduling because of a hurricane warning which resulted in school closure.

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will implement the 6+1 Traits writing model during language arts instruction.	Principal, Cindy Smalls  Instructional Resource Teacher(s), Trina Linning and Willa Hobbs  6+1 Traits trainer, TBD	October 2008	Using the 6+1 Traits writing model daily will increase writing skills of students which will support achievement of this goal. <ul style="list-style-type: none"> <li>• Observations (at least once per quarter) with written feedback given</li> <li>• Lesson plans will reflect the use of 6+1 lessons /activities. The Principal and Instructional Resource Teacher(s) will review random lesson plans weekly at each grade level (using a matrix to include each teacher throughout the month).</li> <li>• Student progress will be monitored quarterly by using prompts that are graded using the state rubric.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i></p>
Utilize increased planning time (from 30 min. to at least 40 minutes daily) to meet twice per month to: <ul style="list-style-type: none"> <li>• align curriculum</li> <li>• develop common assessments</li> <li>• analyze data within grade level teams</li> <li>• plan intervention strategies</li> </ul>	Principal, Cindy Smalls  Instructional Resource Teacher(s), Trina Linning and Willa Hobbs  Grade Level Chairs	July 2008	Increased planning time will support this goal by providing opportunities for teachers to more effectively plan for use of best practices <ul style="list-style-type: none"> <li>• Meeting notes/minutes</li> <li>• Copies of common assessments provided to principal</li> <li>• Copies of intervention strategies provided to principal</li> <li>• Principal and/or IRT will review data notebooks quarterly and conference with teachers if notebooks are not complete.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teacher(s).</i></p>

\*The strategy for scheduled quarterly planning during the school day was deleted due to lack of funding.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3:**

By April 1, 2009, 100% of the teachers in grades K-5 will show evidence of utilizing data for instructional purposes by maintaining current data notebooks that include evidence of targeting students for school based intervention strategies and classroom based interventions to address academic needs in the content areas of math and reading , as measured by 50% of the students in grades 1-5 meeting their target growth goal from fall to spring as measured by the Measures for Academic Progress (MAP) assessment. Kindergarten will meet target growth from winter to spring.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will review reading and mathematics student achievement data in grade level teams to determine students' strengths and weaknesses; develop intervention strategies to address the areas of weakness, and place and monitor students in flexible groups for intervention instruction.	Teachers Principal, Cindy Smalls  Instructional Resource Teacher(s), Trina Linning and Willa Hobbs	September 2008	Teachers will meet in grade level teams to determine the strengths and weaknesses of the students, plan and develop activities to address students' needs, and place students in flexible groups for small group intervention instruction. <ul style="list-style-type: none"> <li>• MAP, DIBELS, Dominie (grades 1 and 2) and/or AIMSWeb grade level reports</li> <li>• Data notebook will be maintained by teachers which will include identified strengths &amp; weaknesses, skills targeted for intervention, student group lists and activities and assessments to address deficiencies</li> </ul> <i>Documentation reviewed quarterly by Principal and IRT.</i>
Implement goal setting with students	Classroom teachers	January 2009	Teachers in grades 3-5 will calculate the expected year's growth and the ½ year's gain for students in mathematics and reading based on the Measures of Academic Progress (MAP) assessment 100% of the teachers will conference with students using MAP target growth data for grades 3-5. The conference will include: <ul style="list-style-type: none"> <li>• Areas of strengths/areas in need of growth</li> <li>• Points needed to reach expected growth</li> <li>• Student goals</li> </ul> Student goal sheets will be maintained by the teacher and reviewed quarterly by the principal and/or IRT.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1:** By April 1, 2009, The principal will ensure the effective implementation of effective instructional practices in ELA measured by 50% of students in grades 3-5 meeting their target growth goal from fall to spring as measured by the Measures of Academic Progress(MAP) assessment.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b>  <b>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</b>	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b>  <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development in differentiated instruction that includes effectively implementing use of literacy centers.	Cindy Smalls, Principal assisted by the Instructional Resource Teacher(s), Trina Linning and Willa Hobbs  C.C. Bates ELA Consultant	October 2008	Differentiated instruction will support the achievement of this goal by providing for the individual instructional needs of the students. <ul style="list-style-type: none"> <li>• Principal and/or IRT will monitor use of strategies by quarterly observations using literacy center checklist.</li> <li>• Lesson plans will reflect the use of literacy centers. The principal will review random lesson plans weekly at each grade level (using a matrix to include each teacher throughout the month).</li> <li>• The principal or instructional resource teacher will follow up by meeting with any teacher who is not using literacy centers, provide assistance, and document the meeting in writing.</li> </ul> <i>Documentation kept by the Principal and Instructional Resource Teachers.</i>
Provide the necessary materials so that teachers can effectively implement and maintain use of literacy centers and 6+1 Traits writing.	Cindy Smalls, Principal assisted by the Instructional Resource Teacher(s), Trina Linning and Willa Hobbs	October 2008	Providing necessary resources and materials will support this goal by ensuring the development and maintenance of centers. <ul style="list-style-type: none"> <li>• Center rotation boards and organizational materials such as baskets and activity folders will be provided to the teachers by the principal.</li> <li>• Each teacher will be given a resource guide by the principal to be used to assist with effective implementation of the program.</li> <li>• Additional material needs that may arise will be addressed by the principal as funds allow.</li> </ul> <i>Documentation kept by the Principal and IRT.</i>

Provide professional development for core content teachers in the 6+1 Traits writing model.	Cindy Smalls, Principal assisted by the Instructional Resource Teacher(s), Trina Linning and Willa Hobbs	September 2008	<p>Using a research based writing model will support the achievement of this goal by improving students' knowledge of the writing process.</p> <ul style="list-style-type: none"> <li>• Quarterly observations by principal and/IRT will reflect the use of the model.</li> <li>• Lesson plans will reflect the use of 6+1 model. The principal will review random lesson plans weekly at each grade level (using a matrix to include each teacher throughout the month).</li> <li>• The principal or instructional resource teacher will follow up by meeting with any teacher who is not using 6+1 Traits, provide assistance, and document the meeting in writing.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teachers.</i></p>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2:**

By April 1, 2009, the principal will ensure effective implementation of effective instructional practices in math as measured by 50% of students in grades 3-5 meeting their target growth goal from fall-spring for math as measured by the Measures of Academic Progress (MAP) assessment.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional development for use of Calendar Math and effective use of math manipulatives.	Cindy Smalls, Principal assisted by the Instructional Resource Teacher(s), Trina Linning and Willa Hobbs	October 2008	<p>The use of manipulatives during math instruction will increase student achievement by developing the understanding of concepts.</p> <ul style="list-style-type: none"> <li>Principal and/or IRT will monitor use of strategies by quarterly observations using literacy center checklist.</li> <li>Lesson plans will reflect the use of strategies. The principal will review random lesson plans weekly at each grade level (using a matrix to include each teacher throughout the month).</li> <li>The principal or instructional resource teacher will follow up by meeting with any teacher who is not using strategies, provide assistance, and document the meeting in writing.</li> </ul> <p><i>Documentation kept by the Principal and Instructional Resource Teachers.</i></p>
Provide the necessary materials and resources so that teachers are able to effectively implement the use of manipulatives during instruction.	Cindy Smalls, Principal assisted by the Instructional Resource Teacher(s), Trina Linning and Hobbs	October 2008	<p>Providing resources to support this goal will assist teachers in developing and using effective instructional strategies that will actively engage students in learning and increase achievement.</p> <ul style="list-style-type: none"> <li>Manipulatives will be purchased for each grade level by the principal</li> <li>Teacher guides will be provided by the principal</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1: By April 1, 2009 the district will ensure implementation of effective instructional practices in math as measured by 50% of students in grades 3-5 meeting their target growth goal from fall-to-spring for mathematics as measured by the Measures of Academic Progress (MAP) assessment**

Progress monitoring of goals established at school level with principal at planned meetings.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The Associate Superintendent will ensure the implementation of conferences with principal and a district level staff member to monitor staffing, data results (PACT and MAP), financial resources, professional development opportunities and implementation of district initiatives in math.	Dr. Vashti Washington, Associate Superintendent	Sept. 2008	Conferencing with the principal monthly will ensure the appropriate resources are present to achieve implementation of effective math instructional practices. This will be monitored by <ul style="list-style-type: none"> <li>• Notes from principal conferences</li> <li>• List of professional development opportunities</li> </ul> Dr. Vashti K. Washington. Mary Ann Dieter-Learning Specialist, Kristen Brittingham-Technology Specialist, Lynn Rundbaken-PBIS, Ibis Glass-Special Education <i>Documentation kept by the Principal and Associate Superintendent</i>
The Associate Superintendent will ensure classroom visits by district staff to monitor effective instructional practices in the area of math.	Dr. Vashti Washington, Associate Superintendent	Sept. 2008	Assisting with monitoring of classroom instructional practices will help improve student achievement. Quarterly visits will be conducted. This will be monitored by <ul style="list-style-type: none"> <li>• Written feedback given to the principal regarding math instructional practices observed</li> </ul> <i>Documentation kept by the Principal and Associate Superintendent</i>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2: By April 1, 2009. The district will ensure effective implementation of effective instructional strategies in reading as measured by 50% of the students in grades 3-5 meeting their target growth goal in reading as measured by the Measures of Academic Progress (MAP) assessment.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
The Associate Superintendent will ensure the implementation of conferences with principal and a district level staff member to monitor staffing, data results (PACT and MAP), financial resources, professional development opportunities and implementation of district initiatives in reading.	Dr. Vashti K. Washington, Associate Superintendent	August 2008	<p>Conferencing with the principal monthly will ensure the appropriate resources are present to achieve implementation of effective reading instructional practices. This will be monitored by</p> <ul style="list-style-type: none"> <li>• Notes from principal conferences</li> <li>• List of professional development opportunities</li> </ul> <p>Dr. Vashti K. Washington. Mary Ann Dieter-Learning Specialist, Christian Brittingham-Technology Specialist, Lynn Rundbaken-PBIS, Betsy Middleton-Special Education, Karen Williams-Parenting/Title I  <i>Documentation kept by the Principal and Associate Superintendent</i></p>
The Associate Superintendent will ensure classroom visits by district staff to monitor effective instructional practices in the area of reading.	Dr. Vashti K. Washington, Associate Superintendent	Sept. 2008	<p>Assisting with monitoring of classroom instructional practices will help improve student achievement. Quarterly visits will be conducted. This will be monitored by</p> <ul style="list-style-type: none"> <li>• Written feedback given to the principal regarding reading instructional practices observed</li> </ul> <p><i>Documentation kept by the Principal and Associate Superintendent</i></p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 3: By April 1, 2009 the district will assist teachers in grades 3-5 in utilizing data for instructional purposes by supporting the development and utilization of current data notebooks that will include evidence of targeting students for school based intervention strategies and classroom interventions in the areas of math and reading as measured by 50% of the students in grades 1-5 meeting their target growth goal from fall to spring as measured by the Measures for Academic Progress (MAP) assessment. Kindergarten will meet target growth from winter to spring.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Associate Superintendent provides quality staff development on effectively using data to improve student achievement.	Dr. Vashti K. Washington, Associate Superintendent	August 2008	Additional Early Release days are provided for Professional Development for a total of eight days. Teachers will gain knowledge of ways to use data to increase student achievement. This will be measured by <ul style="list-style-type: none"> <li>• Schedule of early release days and topics</li> <li>• Notes and materials provided at staff development</li> </ul> Professional Development is planned by the Academic Support Team. – Dr. Vashti K. Washington, Mary Ann Dieter, Learning Specialist; Kristen Brittingham, Technology Specialist; Lynn Rundbaken, PBIS; Ibis Glass, Special Education Coordinator. <i>Documentation kept by the Principal and Associate Superintendent</i>
Associate Superintendent provides opportunities for principal/teachers to meet with Academic support Team to review and refine use of student test data to improve instruction.	Dr. Vashti K. Washington Associate Superintendent	Sept 2008	Academic Support Team will attend scheduled meetings with teachers to provide follow up information, monitor implementation and respond to questions regarding use of strategies learned in early release staff development days. This will be measured by <ul style="list-style-type: none"> <li>• Agendas</li> <li>• Minutes from meetings that support strategy</li> </ul>



# **FOCUSED SCHOOL RENEWAL PLAN**

## **2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

Differentiated Instruction – a teaching approach that provides instruction to small groups of students who are grouped based on similar skill levels / needs

6+1 Traits Writing – a writing program by Great Source Company that focuses on six identified traits of good writers: Voice, Word Choice, Organization, Conventions, Ideas, Sentence Fluency, and Communicating

Literacy Centers – instructional strategy to organize the teaching of core concepts through activities that include direct teaching, guided practice, and independent practice

DIBELS – Dynamic Indicators of Basic Early Literacy Skills is an assessment used to measure students' phonemic awareness, phonemic application, and oral reading fluency.

Dominie – a literacy assessment for elementary age students used to measure students' reading, spelling, and writing abilities

Everyday Counts Calendar Math: A research based math program that is used to introduce new concepts.

MAP – Measures of Academic Progress, a norm-referenced test used to measure students' reading skills and comprehension and mathematical understanding

IRT-Instructional Resource Teacher, a half-day staff member that serves in a teacher coach capacity

Principal's Tests-Common assessments developed by teachers based on state standards to monitor progress